Programme Specification (Foundation Year) FOR ENTRY YEAR: 2027/28

Date created: 21/03/2025 **Last amended:** 25/06/2026 **Version no.** 1 **Date approved by EQED:** 11/08/2025

1. Programme title(s) and code(s):

Foundation Year in Social Sciences, Arts, & Humanities (FY SSAH)

Notes
The SSAH Foundation Year allows progression, subject to the achievement of the required grades and satisfactory fulfilment of relevant tasks, onto BA/BSc programmes in Ancient History, Archaeology, Criminology, English, History, International Relations, Journalism, Law, Media and Communications, Politics and Sociology. It is not available as a stand-alone award.

This specification should be read in combination with the specification for the degree to which a student intends to progress for the full course structure, content and other information such as accreditation.

a) HECOS Code

HECOS Code	%
[Insert HECOS Code]	[Insert %]

b) UCAS Code (where required)

[Insert UCAS Code or state n/a]

BA Ancient History and Archaeology with Foundation Year	
BA English with Foundation Year	
BA History with Foundation Year	
BA Journalism with Foundation Year	
BA Media and Communication with Foundation Year	
BA Politics with Foundation Year	
BA Sociology with Foundation Year	
BSc Criminology with Foundation Year	
LLB Law with Foundation Year	

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

The Foundation Year in Social Sciences, Arts and Humanities will count towards the normal and maximum registration period of the degree programme that a student may progress to.

The normal period of registration for the Foundation Year is one year (progressing to a 3- or 4-year UG degree).

The maximum period of registration for the Foundation Year is 2 years.

5. Typical entry requirements

A Level: DDE
GCSE: passes in GCSE English and Maths

The Foundation Year is designed to provide a route to higher education for applicants who do not have the right entry requirements for first year entry of the undergraduate programmes.

6. Accreditation of Prior Learning

N/A

7. Programme aims

The programme aims to support students in developing study skills and professional attributes to a standard that will enable them to thrive in an undergraduate degree programme and beyond.

To enable students to make an informed choice of undergraduate programme appropriate to their abilities and aspirations through short, intensive modules that introduce CSSAH's range of subjects.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate their awareness of how they might apply the skills they have acquired on the course autonomously in future contexts.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.
Students should be able to: Articulate key concepts and issues related to the disciplines they have encountered.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Articulate the main characteristics of the different disciplines in the arts, humanities and social sciences.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

Students should be able to: Show that they understand and can apply core academic skills.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Find and use appropriate information and sources.	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services.	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse and evaluate the relevance and significance of a text in a critical manner (when reading/listening) and discuss that text orally and in writing.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations, including core learning exercises and end of year assignments.
Students should be able to: Apply an understanding of different written/spoken academic genres.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.
Use and refine a variety of sources of knowledge appropriately.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations,

			including core learning exercises and end of year assignments.
Appraise sources for relevance, reliability and validity of information.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate productive knowledge of student genres (such as essay, reflective writing and presentation) and ability to write in an appropriate academic register.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.
Students should be able to: Demonstrate understanding of one or more concepts (e.g. culture, society or the individual) from different disciplinary perspectives.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations, including core learning exercises and end of year assignments.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Evaluate differing perspectives and present in written or oral assessment a clear, logical, structured argument.	Formative feedback and discussion of progress with module tutors and/or Personal Tutor.	Independent guided study; reflecting on and discussing feedback.	Assessed through formative and summative assessments including written and oral presentation, including core learning exercises and end of year assignments.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate understanding of the basic stages in the research process.	Workshops; tailored course materials; formative & summative feedback.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.
Students should be able to: Develop ideas through guided research activities and present them supported by evidence.	Formative feedback and discussion of progress with module tutors and/or Personal Tutor.	Workshops; formative tasks; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Acquire, understand and apply concepts and terms relevant to areas they have studied on the programme.	Seminars; mini-lectures; workshops; discipline-related tasks.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations, including core learning exercises and end of year assignments.
Students should be able to: Combine newly acquired knowledge and skills with prior learning.	Formative feedback and discussion of progress with module tutors and/or Personal Tutor.	Workshops; formative tasks; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Work independently with appropriate support and guidance.	Formative feedback and discussion of progress with module tutors and/or Personal Tutor.	Workshops; formative tasks; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present the results of their research in language and style appropriate to the task.	Formative feedback and discussion of progress with module tutors and/or Personal Tutor.	Workshops; formative tasks; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate information and ideas effectively.	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services.	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.
Students should be able to: Demonstrate awareness of the strengths and weaknesses of different communication methods.	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services.	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numerical skills as appropriate to a task.	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services.	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including written and oral presentations.

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Take responsibility for the further development and evaluation of their own capabilities in an academic context and in career-development decision-making, by reflecting on their studies and experiences in group discussion and written reflective accounts.	SHAPE Your Future 1 & 2 HPLS LCS	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services. Discussions with Personal Tutors.	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including written reflective tasks.
Students should be able to: Apply an awareness of ethical values and issues to personal decisions and actions in their academic	SHAPE Your Future 1 & 2 HPLS LCS	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning	Academic skills sessions; independent guided study.	Assessed through formative and summative assessments including including written reflective tasks.

life.		services. Discussions with Personal Tutors.		

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply appropriate strategies and resources to a problem or question.	Seminars and workshops; discussions of tasks; guided activities; individual tasks and group work; debate.	Interactive sessions; group work; independent guided study.	Assessed through formative and summative assessments including written and oral presentations, including core learning exercises and end of year assignments.

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop and apply time management skills to weekly tasks and assessment deadlines.	Workshops; tailored course materials; formative & summative feedback; signposted support from central library and learning services. Discussions with Personal Tutors.	Academic skills sessions.	Assessed through formative and summative assessments including written and oral presentations.
Students should be able to: Keep organised notes on their learning activities to aid their development.	Study skills sessions; seminars and workshops; problem-solving activities; small group tutorials; meetings with tutors and Personal Tutors.	Academic skills sessions.	Assessed through formative and summative assessments including written and oral presentations.

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Work effectively as a member of a group, recognising the value of diverse opinions, experiences and skills.	Workshops; group tasks; group debate; individual reflection on performance.	Collaboration with peers on assigned tasks.	Formative feedback on group tasks.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

Click or tap to enter a date.

Progression from Year 0 to Year 1:

Students will be required to pass all assessment elements on all four Foundation Year core modules **and** to pass an interview in the School in which they intend to study an undergraduate programme.

If you successfully complete the Foundation Year (by achieving at least 40% in each of the four core modules), you can progress onto a full undergraduate degree in one of the subjects offered by the College of Social Sciences, Arts and Humanities.

To be considered for a place on the undergraduate Law programme - the LLB (Bachelor of Law) - or any undergraduate joint programme with Law you will need to achieve marks of at least 50% on two modules: 'SHAPE Your Future 2' and 'Historical, Political and Legal Studies' and at least 40% on the remaining two modules. There will be a limit on the number of places available via Clearing for the LLB Law with Foundation Year in 2027/28. There will be a limit on the number of students who can proceed onto the LLB Law programme in 2027/28 and priority will be given to students holding an offer for that route.

In cases where a student has failed to meet a requirement to progress, they will be required to withdraw from the course. However, a student who passes 120 credits, but fails to meet the additional modular school progression requirements after reassessment, may be offered a transfer to another course with lesser progression requirements.

a) Course transfers

Students on the foundation year programme can transfer between College of Social Sciences, Arts and Humanities programmes following the successful completion of the foundation year.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

Students who pass 120 credits of the Foundation Year in Social Sciences, Arts and Humanities and fulfil requirements of their chosen degree programme will progress onto the first year of their undergraduate programme.

12. Special Features

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	The four core modules are hosted in the School of Education. This is for administrative purposes and also because of the research and experiential expertise of Education staff in various relevant areas of pedagogy. The two core modules SHAPE Your Future 1 and 2 will be informed by research carried out in the school, and in the wider fields of Education and Applied Linguistics, into the language and discourse of the SHAPE disciplines. They will also be introduced to corpus-based data-driven learning methodologies which can help them acquire the meaning and usage of discipline-specific language.
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed:** The CSSAH Foundation Year curriculum is informed by staff research, both in the subject-based and SHAPE Your Future modules, ensuring that the academic experience reflects best practice and current thinking in the College's disciplines and pedagogy.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based:** Students on the Foundation Year will be guided through a range of topics, encountering key concepts, issues, data, historical sources, written and visual texts. Working in an integrated manner, the SHAPE and disciplinary modules will develop students' academic practice, analytical and research skills.
Research-oriented Students critique published research content and process.	**Research-oriented:** The combination of the SHAPE and subject modules will equip students with the academic skills required to evaluate their own work and examples of published research and other related material.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed:** Preparing for the subject modules and participating in all elements of the SHAPE modules, including the assessment, will allow students to develop the skills and strategies relevant to the research process.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

All Schools in the College offer opportunities for students to experience research in development and complete through a variety of events, including discussion/debate groups, work in progress talks, guest speakers, annual lectures, screenings introduced by subject specialists and presentations by staff and postgraduate students.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

All tutors on the Foundation Year are not only recognised experts in their disciplines but also accredited teachers through the HEA or comparable organisation. The University runs training events throughout the year that support continuing professional development that colleagues undertake to acquaint themselves with innovations in teaching and learning, and to reflect on and develop their practice as educators. Teaching colleagues are further supported by enhancement activities run by Educational Developers and the Deans of Education.

12b. Some of the programmes to which students may progress from this foundation year carry professional accreditation. Please see the relevant programme specification for detail. Please note that the accreditation applies only to the degree to which a student progresses. The foundation year alone does not carry independent professional accreditation.

13. Indications of programme quality

The teaching methodology for College of Social Sciences, Arts and Humanities Foundation Year programme has been informed from established foundation year programmes within the university.

Academic success with student successful progression onto College of Social Sciences, Arts and Humanities undergraduate degree programmes will also confirm the quality of the provision of the programme.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

College of Social Sciences, Arts and Humanities Foundation Year

Level 3 Year 0 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED0010	SHAPE Skills 1: Enhancing Your Academic Skills	30 credits
Semester 2	ED0011	SHAPE Skills 2: Preparing for Undergraduate Success	30 credits
Year long	ED0012	Topics Module A: Introduction to Studying Social Sciences	30 credits
Year long	ED0013	Topics Module B: Introduction to Studying Arts and Humanities	30 credits

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery.)

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Appendix 3 Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance when completing the sections below. ***This is an internally-facing document which will not be shared directly with prospective or future students.***

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	ED0010 SHAPE Skills 1	Core	Staff share their pedagogic expertise in academic practice to support student development.
	ED0011 SHAPE Skills 2	Core	Staff share their pedagogic expertise in academic practice to support student development.
	ED0012 Topics in SHAPE A and ED0013 Topics in SHAPE B	Core	Staff from every School in the College offer introductions to their subjects, based on their research specialisms.

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	ED0010 SHAPE Skills 1	Core	Students will analyse and evaluate the relevance and significance of a text in a critical manner (when reading/listening) and discuss that text orally and in writing.
	ED0011 SHAPE Skills 2	Core	Students will synthesize information and ideas from different texts and articulate a critical opinion as to significance and relevance.
	ED0012 Topics in SHAPE Aand ED0013 Topics in SHAPE B	Core	Examples of module content that allows students to explore existing knowledge include a group exercise on Roman Governance; debating the ethics of the International Criminal Court; problem-based assessment of forensic science in criminal investigations.

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	ED0010 SHAPE Skills 1	Core	Students will be able to demonstrate their understanding of one or more concepts (e.g. culture, society or the individual) from different disciplinary perspectives.
	ED0011 SHAPE Skills 2	Core	Students will be able to identify and investigate written and spoken genres relevant to their chosen discipline(s).
	ED0012 Topics in SHAPE Aand ED0013 Topics in SHAPE B	Core	Students are assigned preparatory reading (primary and secondary material) or viewing accompanied by questions to consider individually and in group discussion.

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	ED0010 SHAPE Skills 1	Core	Students will be able to demonstrate understanding of the basic stages in the research process and carry out a simple group survey research project.
	ED0011 SHAPE Skills 2	Core	Students will be able to apply appropriate strategies and resources to a problem or question.
	ED0012 Topics in SHAPE A and ED0013 Topics in SHAPE B	Core	Students will undertake scaffolded assessments related to the subject-specific modules they take during the year. These assignments will require them to utilise the academic skills they have developed on the SHAPE modules and apply them to one or more of the disciplines they have experienced.

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

The programme team will reflect on opportunities for the development of research-inspired

education when the programme is reviewed at the end of 2025-26.